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ABSTRACT

The Cross-Cultural Attitude Inventory provides a means for measuring the degree of positive or negative feeling which Mexican-American and Angle students (ages 3 to 18) have for the two cultures. Present test validity is based on face validity and the rationale behind the item selection and construction procedures. The inventory also provides a springboard from which other ideas may come. The inventory is comprised of 24 test items that relate to language, facial characteristics, foods, games, clothing, sports, and flags. The use of five faces beneatb each item seems to work well with children in a wide range of age, sex, and ethnic categories. The test provides a score based on an equal number of items representative of each culture. It is a relatively quick instrument to administer (20-30 minutes), and is easy for both test administrator and subjects to understand. The age range of subjects who can be expected to understand and relate to the test is from 3 to 12 years, although older subjects have been used; the test should be administered individually to those of junior-high age or older. Administration of the test is discussed as to time considerations, physical facilities, materials, language considerations, special considerations by age group, and instructions to students (ages 3 through 8 and ages 9 and above) and terms to be used for test items. The test is scored by assigning a value of 1 to 5. A copy of the Test Data Recording Form is provided. (Author/DB)

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CROSS–CULTURAL ATTITUDE INVENTORY

TEST MANUAL

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Produced and Disseminated by the
Dissemination Center
for
Bilingual Bicultural Education

This test is the result of an effort coordinated by the authors with the support of a number of invaluable resources, including the Educational Psychology Department and the Students' Association of the University of Texas at Austin and Region XIII, Education Service Center in Austin

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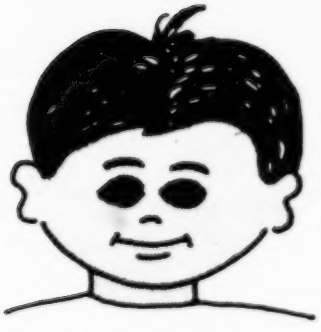

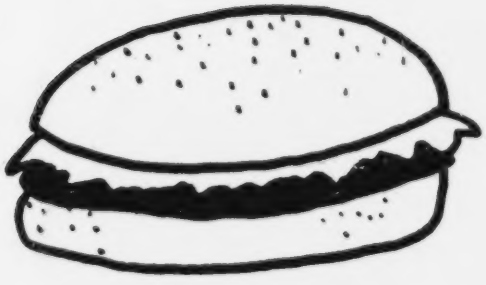

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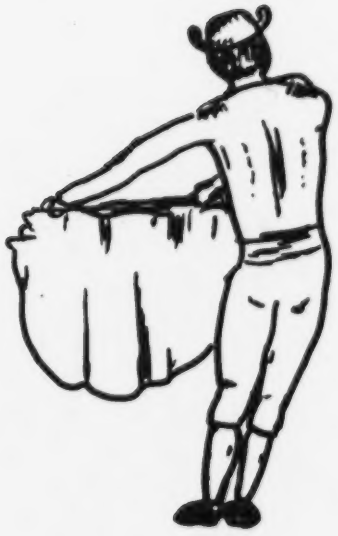

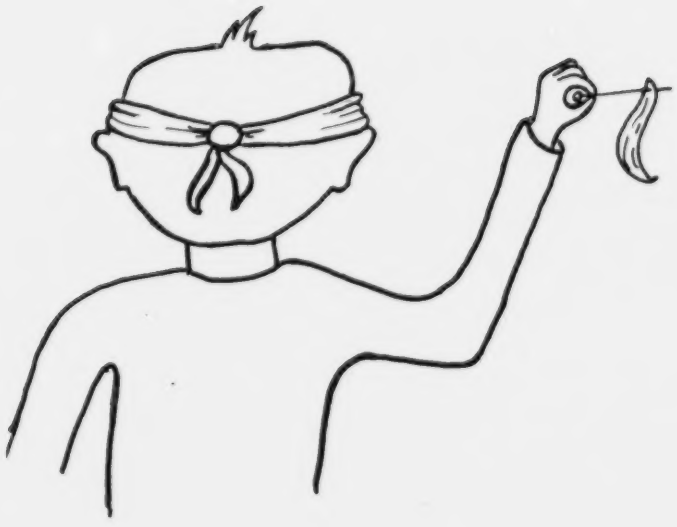

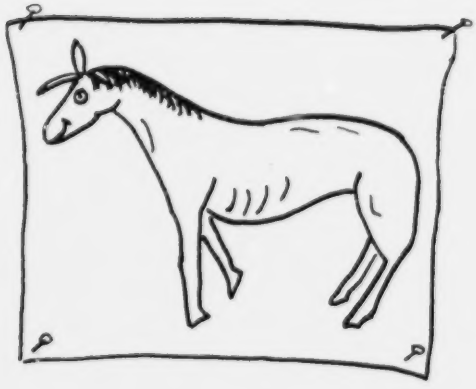

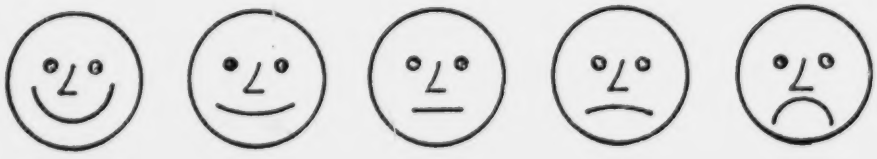

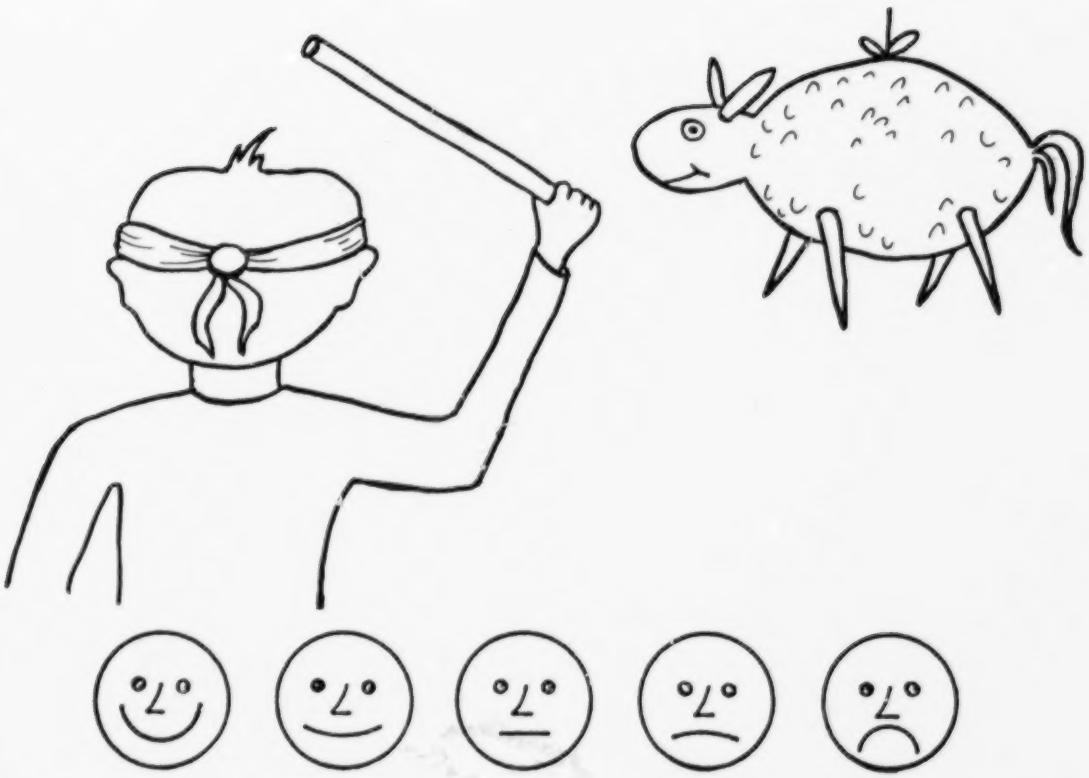

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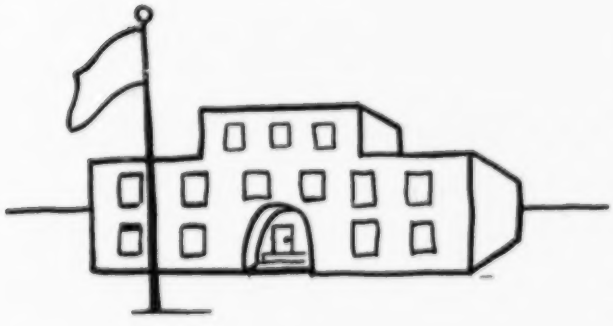

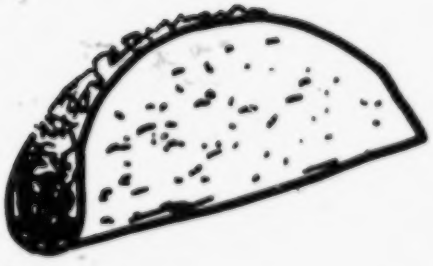

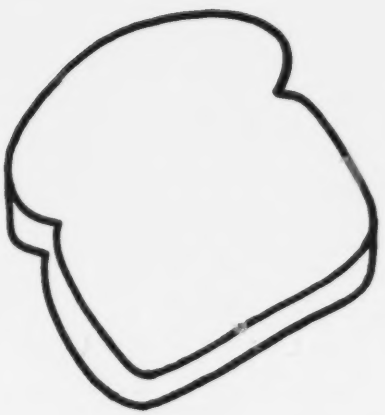

ITEMS USED IN TEST

In the order in which they appear in the test, the items are:

In English:	In Spanish:	In English:	In Spanish:
Little girl	Muchachita	Pin-the-tail-on-the-donkey	Juego de burro
The English word yes	La palabra en inglés yes	American flag	Bandera de los Estados Unidos
Chicken soup	Caldo de pollo	Piñata	Piñata
Mexican flag	Bandera de México	Cowboy hat	Sombrero de vaquero
Little boy	Muchachito	Football player	Jugador de fútbol
Tortilla	Tortilla	Little girl	Muchachita
Little boy	Muchachito	School	Escuela
Hamburger	Hamburguesa	Taco	Taco
The Spanish word sí	La palabra en español sí	Menudo	Menudo
Jalapeño pepper	Jalapeño chile	Mexican hat	Sombrero
Bullfighter	Torero	Bread	Pan
Book	Libro	Pickle	Pepino

NAME _____

BIRTHDATE _____/_____/_____ GRADE_____ SEX BOY____GIRL____

CITY_____SCHOOL_____

TEACHER_____ DATE_____/_____/____

S_____M_____A_____

CROSS CULTURAL ATTITUDE INVENTORY

TEST DATA RECORDING FORM

TEST ITEMS

□ = ANGLO ITEMS

★ = MEXICAN-AMERICAN

○ = SCHOOL AND BOOK IT

STUDENTS	NAME: LAST (1–13)	NAME: FIRST (14–21)	MI (22)	GRADE (23–24)	AGE (MO.) (25–27)	SEX (28)	ETHNICITY (29)	TEST ITEMS (30–47)
(EXAMPLE)	RUIZ	NINFA	M	02	087	2	1	4 2 2 3 4 2 2 3 3 2 3 3 5 3 3 4 2 3
NUMBER								
NUMBER								
NUMBER							

CROSS CULTURAL ATTITUDE INVENTORY

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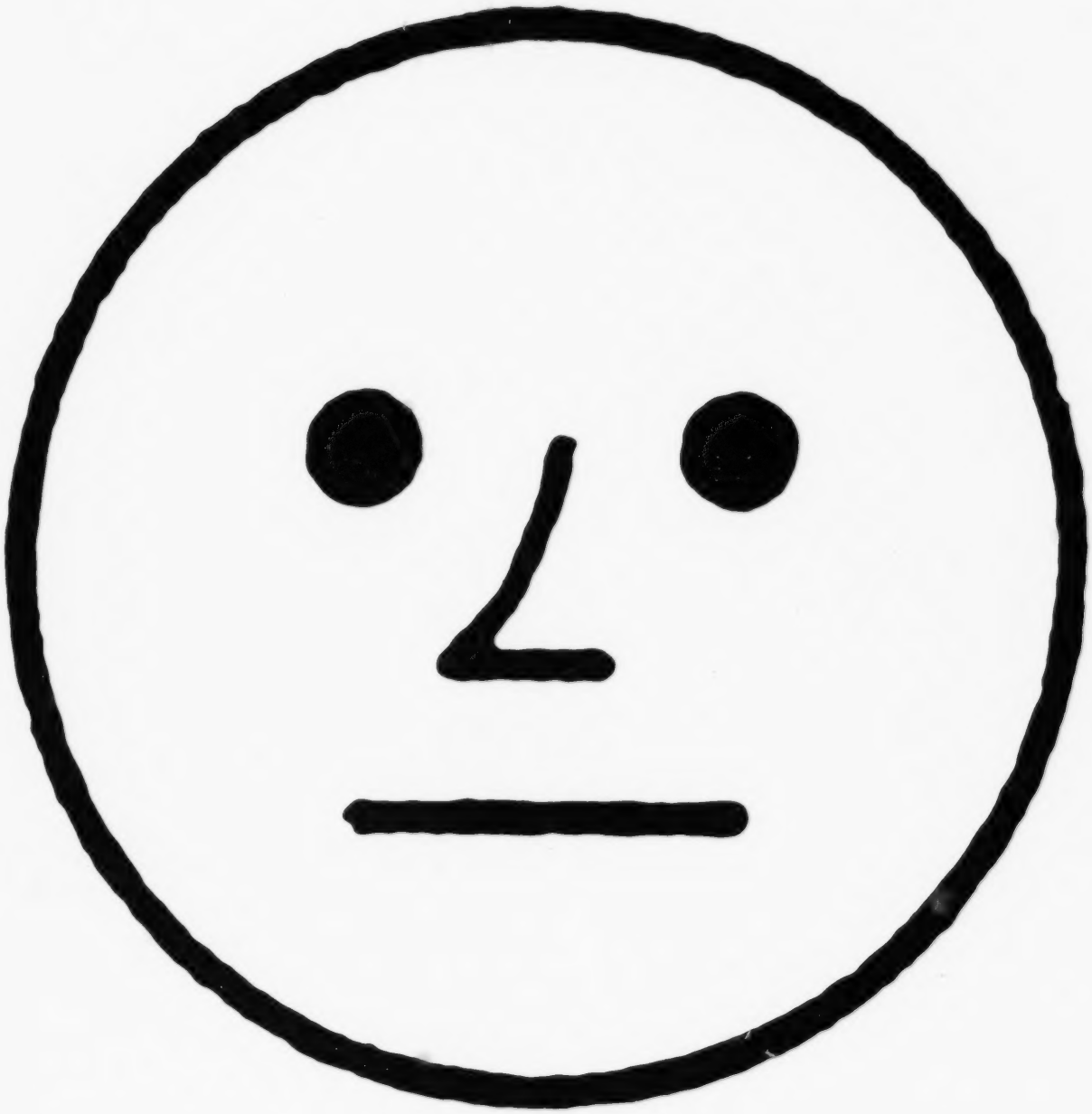
| NAME | | |



CROSS-CULTURAL ATTITUDE INVENTORY

TEST MANUAL

DEVELOPED BY

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REGION XIII, SERVICE CENTER

AUSTIN, TEXAS

PRODUCED AND DISSEMINATED BY THE

DISSEMINATION CENTER

FOR

BILINGUAL BICULTURAL EDUCATION

AUSTIN, TEXAS

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This test was developed through the combined efforts of the authors and a number of invaluable consultants and colleagues. As indicated on the test cover, the primary consultant in the test development was Dr. Carl F. Hereford of the Educational Psychology Department at the University of Texas at Austin. The art work was done by Larry Appleby, a media specialist with Region XIII Education Service Center in Austin, along with Jim Barr and Frank Dunckel, students at the University of Texas at Austin. Others at the University who lent assistance were: Drs. Jere Brophy, Ed Emmer, and Paul Liberty in the Educational Psychology Department; Diana Natalicio in the Linguistics Department, Thomas Chase in the Psychology Department and Dr. J. Guszak in the Curriculum and Instruction Department. A grant from the Students' Association at the University provided the initial support for beginning item construction.

The authors were employed by Region XIII Education Service Center while developing the test, receiving support and encouragement from many staff members, including María Barrera, Minerva Gorena, Elida Hernández, Royce King, Joe Parks, Carol Perkins, Mike Pool, Blanca Treviño, and Laura Williams. The authors also extend their appreciation to Juan Rivera and Don Williams for their assistance.

During pilot testing many helpful suggestions from principals, teachers, and students provided relevent and important information. Some of those who were particularly helpful include: Joan Herbst,

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Last, it is not possible to provide enough credit to the patience and support provided by the most concerned and important of all, the authors' wives.

INTRODUCTION

In the evaluation of a bilingual program, the need often arises for an objective measure of how students feel about the Mexican-American and the Anglo cultures. The Cross-Cultural Attitude Inventory is designed to measure such feelings. The purpose of this manual is to provide a guide for the use of the Inventory, including a rationale for the items used; a statement of the purpose of the test; instructions for administration; instructions for scoring test results; and possible applications within the constraints of the test. It is the sincere hope of the authors that the test will be used only after a deliberate review of the considerations presented here, and that the test may provide an effective means for furthering the bilingual concept and the special understanding required of anyone who deals with the Mexican-American child.

PURPOSE

The Cross-Cultural Attitude Inventory is designed to measure the attitude of a subject for the Mexican and the Anglo cultures, providing a score based on eleven items representative of each culture. The Inventory is a relatively quick instrument to administer (20-30 minutes) and easy for both test administrator and subjects to understand. The age range of subjects who can be expected to understand and relate to the test is from three to twelve years; older subjects have been used, but the test should be administered individually to those of junior high age or older. Thus, the test provides a measure of a subject's acculturation into the two cultures in a variety of settings.

RATIONALE

In developing a measure for something as elusive as a "cultural attitude", the primary task is to define the idea in terms that may be easily understood and that allow for objective measurement. This is a formidable task for an idea such as "cultural attitude", for how can one define a culture objectively, much less an attitude towards a culture! The word culture has been defined as: "The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population."[1] Thus, the cultural attitude depends not only on how the person in question perceives the culture, but also on the community or population being considered.

The particular communities considered in the development of the Cross-Cultural Attitude Inventory include the Mexican-American and the Anglo communities. In considering the "culture" of these two communities, it becomes readily apparent that in the United States, the culture of the Mexican-American is too often associated with a culture of material poverty, while the Anglo culture is associated with material affluence. Thus, a very crucial and difficult task arises as one tries to delineate between the economic factors associated with a culture and those factors which are representative of the "totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought..." associated with a culture. These non-economic elements of the two cultures are what the test's authors searched for and finally represented. Symbols associated with the two

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[1]William Morris. (ed) The American Heritage Dictionary of the English Language. New York: American Heritage, 1969

cultures are presented, with particular care taken to stress the inherited, ancestral culture, while avoiding reference to economic status.

CONTENT AND VALIDITY CONSIDERATIONS

The items chosen for the Cross-Cultural Attitude Inventory deal with language, facial characteristics, foods, games, clothing, sports and flags, all of which are factors which make up the "cultures". The particular items which were chosen to represent these factors had to meet the criteria of being graphically representable, recognizable by the students, and consistently indicated by Mexican-Americans and Anglos as general symbols of the cultures. In the individual item selection process many students were informally interviewed. They were given the items being considered, and asked how they felt about them. Through this process, along with many sessions with Dr. Carl F. Hereford and other University of Texas at Austin consultants, the items found in the Inventory were finally selected.

The factors which influence the response of a particular child for a particular item are many, including the experiences he has had with his family, his peers, and his teachers. It should be noted that with some of the items the response of a subject may be determined by his individual taste. Individual taste is, however, one thing which naturally makes up the overall attitude of an individual toward a culture. The sum score for all eleven items does give a measure of how favorably the child perceives each culture, as the symbols cause the child to think of all the things he associates with these symbols and to mark the face which represents his feelings as he thinks of these associations.

Thus, the validity for the Cross-Cultural Attitude Inventory is at this time based on the rationale presented here for the items selected. The face validity of the test is based, of course, on the reader's impression of the test and the rationale behind it. The content validity is based on the degree to

which the symbols adequately represent the total Mexican and Anglo cultures. More objective validity measures are forthcoming as other measures of cultural attitudes are developed, allowing for concurrent validity studies to provide further evidence that the test does indeed measure cultural attitudes for the Mexican and Anglo cultures.

Language Considerations

A few optional phrases are included for use where the population may be more dominant in the Spanish language. The person using the test must decide if his student population would say such things as: "Mira al football player" or "mira al jugador de fútbol". Where the child would insert the English phrase, use the instructions as stated. Where the child would say it all in Spanish, use the optional phrases as indicated. In cases where the population is strongly English or Spanish dominant, especially in comparison classes, children may not react favorably to hearing the instructions in Spanish or in English. Thus, whatever the situation, before you begin, be sure to include the statement on the use of both languages.

Special Considerations by Age Group

Ages 3-5 - With this age range the size of the group should never exceed 5, and probably should be reduced to one or two at a time for three-year olds. The instructions involving the big faces are crucial, especially the idea that the face the child will mark is to be his face as he looks at the pictures. The children may need a short break after the presentation of the faces, especially if they are restless. Use the instructions given on the following pages.

Ages 6-8 - With this age range the size of the group should never exceed 15, and probably should be reduced to 10 for restless first graders. More mature eight-year olds may become bored with the routine, and might be better dealt with by using the instructions for students nine years old and older. A break is seldom required once administration has begun.

Ages 9 and Above - Students from nine to eighteen years of age are generally bored by the instructions given for three to eight-year olds. Some nine-year olds may need the longer instructions, but the following instructions should generally be used for any students who can read the terms listed in English and Spanish on the inside of the back cover. The group should never exceed twenty, and usually should be much smaller; individual administration might be considered. The crucial concern is the provision of an atmosphere where the examinee is not influenced by the expressions or the responses of his peers. In field testing, students in this age group have characteristically looked to their peers for each response if their peers were available, but seemed very thoughful and honest in responding when isolated. Thus, the size of the group depends on the testing situation, with individual autonomy the goal.

Instructions to the Students

The following instructions should be given as written to all students. The instructions are divided into those appropriate for students ages three to eight, and those appropriate for those ages nine and over. If there appears to be some who are not following the instructions, the group should be made smaller and/or the instructions given more slowly. The only change in the instructions as stated here should be where indicated for language differences. These instructions have effectively communicated the task to children aged four to twelve years in locales in Texas from ten to three-hundred miles from Mexico. If you do see a need for a change in the instructions, please send your recommended change to the National Consortia for Bilingual Education in Fort Worth, Texas, but administer the test using the instructions given. All instructions are given first in English and then in Spanish.

Ages 3-8

(ALL INSTRUCTIONS TO BE SPOKEN ARE IN CAPITAL LETTERS)

Eng.: GOOD MORNING (OR AFTERNOON). MY NAME IS _____. EVERYTHING I AM GOING TO SAY IN ENGLISH WILL BE REPEATED IN SPANISH. PLEASE LISTEN FOR WHICHEVER YOU UNDERSTAND BETTER. YOU WILL NOT MISS ANYTHING.

Span.: (TODAS LAS INSTRUCCIONES ORALES ESTAN EN MAYUSCULAS)

BUENOS DIAS (O TARDES). MI NOMBRE ES _____. TODO LO QUE LES VOY A DECIR EN INGLES, SERA REPETIDO EN ESPAÑOL. POR FAVOR ESCUCHEN PARA VER CUAL COMPRENDEN MEJOR. NO VAN A DEJAR DE COMPRENDER NADA.

Eng.: RIGHT NOW WE ARE GOING TO PLAY A GAME WITH FACES. FIRST OF ALL, WHO CAN TELL ME WHICH OF THESE TWO FACES IS HAPPIER? (Show the card with the big smile paired with the little smile. Have someone actually come and point to the happier face so that all can see.) DO YOU ALL AGREE?

Span.: AHORA VAMOS A JUGAR UN JUEGO DE CARAS. PRIMERO ¿QUIEN ME PUEDE DECIR CUAL DE ESTAS DOS CARAS ES MAS FELIZ? (Enseñe la tarjeta con la sonrisa grande, junto con la sonrisa chica. Haga que alguien se acerque y señale la cara más feliz para que todos la vean). ¿ESTAN DE ACUERDO? (Levante la tarjeta para que todos vean).

Eng.: NOW, WHICH OF THESE TWO FACES IS HAPPIER? (Show the little smile face paired with the neutral face. Have a child come and point to the happier face.) DO YOU ALL AGREE? (Set the card up with the little smile part of the second card covering the little smile part of the first card.)

Span.: AHORA, ¿CUAL DE ESTAS DOS CARAS ES MAS FELIZ? (Enseñe la sonrisa pequeña junto con la cara neutra. Haga que un niño venga y señale la cara más feliz). ¿ESTAN DE ACUERDO? (Arregle la segunda tarjeta con la parte de la sonrisa pequeña cubriendo la parte de la sonrisa pequeña en la primera tarjeta).

Eng.: WHICH OF THESE TWO FACES IS SADDER? (Show the card with the neutral face paired with the little frown. Have a child come and point to the sadder face.) DO YOU ALL AGREE? (Set this card apart from the other cards.)

Span.: ¿CUAL DE ESTAS DOS CARAS ESTA MAS TRISTE? (Enseñe la tarjeta con la cara neutra junto con la menos triste. Haga que un niño señale la cara más triste). ¿ESTAN DE ACUERDO? (Aparte esta tarjeta del resto de las tarjetas).

Eng.: WHICH OF THESE TWO FACES IS SADDER? (Show the little frown paired with the big frown. Have one come and point to the sadder face.) DO YOU ALL AGREE? (Set the card with the two frowning faces next to the other faces, making the same sequence of faces as appears in the test.

Starting on the left, the sequence should be: big smile, little smile, neutral face, little frown and big frown.)

Span.: ¿CUAL DE ESTAS DOS CARAS ESTA MAS TRISTE? (Enseñe la cara menos triste junto con la más triste. Haga que alguien señale la cara más triste.) ¿ESTAN DE ACUERDO? (Arregle la tarjeta con las dos caras tristes junto a las otras caras, formando la misma secuencia que aparece en el examen. Comenzando a la izquierda, la secuencia debe ser: sonrisa grande, sonrisa chica, cara neutra, cara menos triste, cara más triste.)

Eng.: NOW, WHO CAN TELL ME WHICH FACE WOULD BE YOUR FACE IF YOU WERE VERY HAPPY? (Have a child point it out.) DO YOU ALL AGREE?

Span.: AHORA, SI TU FUERAS MUY FELIZ, ¿CUAL DE ESTAS CARAS SERIA LA TUYA? (Haga que un niño la señale). ¿ESTAN DE ACUERDO?

Eng.: WHO CAN TELL ME WHICH FACE WOULD BE YOUR FACE IF YOU WERE JUST A LITTLE HAPPY? (Have a child point it out.) DO YOU ALL AGREE?

Span.: SI TU FUERAS UN POCO FELIZ, ¿CUAL DE ESTAS CARAS SERIA LA TUYA? (Haga que un niño la señale). ¿ESTAN DE ACUERDO?

Eng.: WHO CAN TELL ME WHICH FACE WOULD BE YOUR FACE IF YOU WERE NOT HAPPY, BUT NOT SAD EITHER? (Have one point it out.) DO YOU ALL AGREE?

Span.: SI TU NO FUERAS FELIZ NI ESTUVIERAS TRISTE, ¿CUAL DE ESTAS CARAS SERIA LA TUYA? (Haga que alguien la señale. ¿ESTAN DE ACUERDO?

Eng.: WHO CAN TELL ME WHICH FACE WOULD BE YOUR FACE IF YOU WERE JUST A LITTLE SAD? (Have one point it out.) DO YOU ALL AGREE?

Span.: SI ESTUVIERAS UN POCO TRISTE, ¿CUAL DE ESTAS CARAS SERIA LA TUYA? (Haga que alguien la señale). ¿ESTAN DE ACUERDO?

Eng.: WHO CAN TELL ME WHICH FACE WOULD BE YOUR FACE IF YOU WERE VERY SAD? (Have one point it out.) DO YOU ALL AGREE?

Span.: SI ESTUVIERAS MUY TRISTE, ¿CUAL DE ESTAS CARAS SERIA LA TUYA? (Haga que alguien la señale). ¿ESTAN DE ACUERDO?

Eng.: HOW DO WE KNOW WHICH FACE TO CHOOSE? (Accept suggestions until someone says "by looking at the mouth" or, if no one says it, give the answer yourself.) THAT'S RIGHT. WE LOOK AT THE MOUTH ON EACH FACE. THE VERY HAPPY FACE HAS A MOUTH LIKE THIS (trace the big smile), THE VERY SAD FACE HAS A MOUTH LIKE THIS (trace the big frown.)

Span.: ¿COMO SABEMOS CUAL CARA ESCOGER? (Acepte sugerencias hasta que alguien diga "mirando la boca" o, si nadie se da cuenta, deles Ud. la respuesta). ASI ES. NOS FIJAMOS EN LA BOCA DE CADA CARA. LA CARA MUY FELIZ TIENE UNA BOCA ASI (trace la sonrisa grande), LA CARA MUY TRISTE TIENE UNA BOCA ASI (trace la cara del ceño más fruncido).

Eng.: NOW YOU ARE GOING TO SHOW HOW YOU FEEL ABOUT SOME THINGS BY MARKING THE FACE THAT LOOKS LIKE YOUR FACE WHEN YOU SEE THE PICTURE. YOU CAN SHOW HOW YOU FEEL BY MARKING THE FACE YOU CHOOSE WITH A BIG "X", LIKE THIS. IF THIS IS THE FACE THAT WOULD LOOK LIKE YOUR FACE, MARK IT LIKE THIS. (Draw a big circle on chalk board and then draw an "X" on it.)

Span.: AHORA, UDS. ME VAN A ENSEÑAR LO QUE PIENSAN SOBRE ALGUNAS COSAS MARCANDO LA CARA QUE SE PARECE A SU CARA CUANDO VEN EL DIBUJO. PUEDEN ENSEÑAR LO QUE PIENSAN MARCANDO LA CARA QUE ESCOJAN CON UNA "X" GRANDE, ASI. SI ESTA ES LA CARA QUE UDS. TENDRIAN, MARQUENLA ASI. (Dibuje un círculo grande en el pizarrón con una "X").

Eng.: NOW WE ARE GOING TO GET THE BOOKS WHICH SHOW THE PICTURES AND HAVE THE FACES THAT CAN BE YOUR FACES. (Pass out the booklets).

DO NOT OPEN THE BOOK YET.

Span.: AHORA VAMOS A VER LOS LIBROS QUE ENSEÑAN LOS DIBUJOS Y QUE TIENEN LAS CARAS QUE PUEDEN SER SUS CARAS. (Pase los libros)

NO ABRAN EL LIBRO TODAVIA.

Eng.: PLEASE LISTEN CAREFULLY. I WILL SAY THE NAME OF EACH PICTURE. IF YOU DO NOT UNDERSTAND, RAISE YOUR HAND AND I WILL SAY IT AGAIN.

Span.: POR FAVOR ESCUCHEN ATENTAMENTE. VOY A NOMBRAR CADA DIBUJO EN INGLES Y EN ESPAÑOL. SI NO ENTIENDEN, LEVANTEN LA MANO Y YO LO REPETIRE.

Eng.: OPEN YOUR BOOK NOW TO THE FIRST PICTURE. (Hold up a blank test to the first page. As you say each item's name, turn to the page showing the item and hold it up for all to see. For each item, say the following sentence. Where the population is very dominant in the Spanish language, use the optional phrases as indicated.)

LOOK AT THE _____. MARK THE FACE THAT IS YOUR FACE WHEN YOU LOOK AT THE _____. (The first time, also say: TAKE YOUR PENCILS (CRAYONS) NOW, AND MARK THE FACE THAT IS YOUR FACE WHEN YOU SEE THE LITTLE GIRL.)

Span.: AHORA ABRAN SU LIBRO AL PRIMER DIBUJO. (Levante un examen en blanco enseñando la primera página. A medida que va nombrando cada artículo, pase a la página que enseña el artículo y levántela para que todos la vean. Para cada artículo diga la frase siguiente en inglés y en español. Donde la población domine el español, use las frases alternativas indicadas.)

MIREN AL (O A LA) _____. MARQUEN LA CARA QUE ES SU CARA CUANDO VEAN AL (O A LA _____. (La primera vez, diga también: TOMEN SUS LAPICES AHORA, Y MARQUEN LA CARA QUE ES SU CARA CUANDO VEAN A LA NIÑA.)

When the last item has been marked, the test is finished.

Ages 9 and Above

Pass out the tests as soon as the room, materials, pupils, you and your aide are ready.

Eng.: SAY: THIS IS A TEST TO SEE HOW YOU FEEL ABOUT THE MEXICAN-AMERICAN AND ANGLO CULTURES. ON EACH PAGE IS A DRAWING OF A SYMBOL WITH FIVE FACES BENEATH IT. YOU ARE TO MARK WITH AN "X" THE FACE WHICH BEST SHOWS HOW YOU FEEL WHEN YOU SEE THE DRAWING. IT MAY NOT BE CLEAR WHAT SOME OF THE DRAWINGS ARE SUPPOSED TO BE. LOOK ON THE INSIDE OF THE BACK COVER - HERE (Show the list of item names) - TO FIND THE NAME OF ANY DRAWING YOU DON'T RECOGNIZE. THE DRAWINGS OF THE CHICKEN SOUP, THE TORTILLA, AND THE MENUDO ARE PARTICULARLY HARD TO RECOGNIZE, SO DON'T HESITATE TO LOOK INSIDE THE BACK COVER. YOU MAY TAKE ALL THE TIME YOU NEED TO FINISH. I WILL BE AVAILABLE TO ANSWER ANY QUESTIONS. ARE THERE ANY QUESTIONS NOW? LEAVE YOUR TESTS _____ WHEN YOU FINISH. YOU MAY BEGIN NOW.

Span.: DIGA: ESTE ES UN EXAMEN PARA VER LO QUE SIENTE ACERCA DE LAS CULTURAS ANGLOSAJONA Y MEXICOAMERICANA. EN CADA PAGINA SE ENCUENTRA UN DIBUJO EN UN SIMBOLO CON CINCO CARAS. FAVOR DE MARCAR CON UNA "X" LA CARA QUE MEJOR ENSEÑE LO QUE USTED SIENTE CUANDO VE EL DIBUJO. ES PROBABLE QUE LOS DIBUJOS NO ESTEN MUY CLAROS. VEAN DENTRO DE LA CUBIERTA (enseñe la lista de los artículos) PARA BUSCAR EL NOMBRE DE ALGUN DIBUJO QUE NO RECONOZCAN. LOS DIBUJOS DEL CALDO DE POLLO, DE LA TORTILLA, Y DEL MENUDO SON ALGO DIFICILES DE RECONOCER. POR ESO,

NO DEJEN DE BUSCAR DENTRO EN LA CUBIERTA. USTEDES PUEDEN TOMAR TODO EL TIEMPO QUE NECESITEN. YO ESTARE LISTO (A) PARA CONTESTAR A SUS PREGUNTAS. ¿TIENEN ALGUNAS PREGUNTAS AHORA? DEJEN SUS EXAMENES _____ CUANDO TERMINEN. PUEDEN EMPEZAR AHORA.

(Where Spanish is deemed the more appropriate language, instructions in Spanish for the three to eight age group should be used).

Terms to be used for test items:

ENGLISH	SPANISH	OPTIONAL SPANISH
Little girl	Muchachita	Same
The English word yes	La palabra en Inglés yes	Same
Chicken soup	Caldo de pollo	Same
Mexican Flag	Bandera de México	Same
Little boy	Muchachito	Same
Tortilla	Tortilla	Same
Little boy	Muchachito	Same
Hamburger	Hamburger	Hamburguesa
The Spanish word sí	La palabra en Español sí	Same
Jalapaño pepper	Jalapeño chile	Same
Bullfighter	Torero	Same
Book	Libro	Same
Pin-the-tail-on-the-donkey	Pin-the-tail-on-the-donkey	Juego de Burro
American Flag	Bandera de los Estados Unidos	Same
Piñata	Piñata	Same
Cowboy hat	Cowboy hat	Sombrero de Vaquero
Football player	Football player	Jugador de Fútbol
Little girl	Muchachita	Same
School	Escuela	Same
Taco	Taco	Same
Menudo	Menudo	Same
Mexican hat	Sombrero	Same
Bread	Pan	Same
Pickle	Pepino	Same

SCORING

The test is scored by assigning a value of 1 to 5 in the following order:

5 - Big smile

4 - Little smile

3 - Neutral face

2 - Little frown

1 - Big frown

The scores for the Mexican-American items should be added and the scores for the Anglo items should be added, keeping the totals separate so that each child has a total score on the Mexican-American items and a total score on the Anglo items. The most positive possible score for each category (Mexican-American or Anglo) is 55; the most negative possible score is 11. That is, if a child marked the big frown face (worth one point) on all eleven items, he would score 11 points. The school and book items (associated with neither culture) may be used along with other measures to gauge attitude toward school, but are too unreliable by themselves to draw any valid conclusions about an individual's feelings.

From the information collected so far from four locales in Texas, it appears that:

(1) Most children ages six to ten tend to perceive the Anglo items more favorably than the Mexican-American items.

(2) There is a tendency for the students to perceive both Mexican-American items and Anglo items more favorably as they grow older.

APPLICATIONS AND LIMITATIONS

One of the primary outcomes of bilingual education is the fostering of a more positive attitude in the child towards both the Mexican and the Anglo cultures. As an educational program realizes this as a goal for its curriculum, the evaluation design may incorporate the Inventory to measure just how effectively the program is acculturating its students. A note of caution needs to be sounded, however, where the evaluation design does not call for control or comparison groups. In the testing done so far with large numbers of first and second grade students, both bilingual and comparison classroom children have shown improvement in attitudes toward both cultures. From the available data, then, one would expect a slight improvement regardless of treatment. Other trends may be noted as more data become available, but at this point the test should be used cautiously as an evaluation of the effectiveness of educational programs in acculturating Mexican-American and Anglo students if comparison groups are not available. As more bilingual sites use the test, however, the National Consortia for Bilingual Education will be able to provide more reliable normative data with which evaluators may assess their program's results.

The use of the instrument to diagnose the acculturation of individual children in the classroom is at this time very precarious. Until such time that reliable norms are available for each age group, it is recommended that the Inventory be used only to assess the effectiveness of educational programs with groups of children. As substantial reliability and validity measures become available, it may become a valuable instrument in individual diagnosis.

SUMMARY

The Cross-Cultural Attitude Inventory provides a means for measuring the degree of positive or negative feelings which Mexican-American and Anglo students (ages three to eighteen) have for the two cultures. Much work is needed before the instrument can be considered a valid test, including reliability and validity studies conducted in many different regions. Present test validity is based on face validity and the rationale behind the item selection and construction procedures.

The Inventory also provides a springboard from which other ideas may come. The use of the five faces beneath a stimulus of some sort seems to work well with children in a wide range of age, sex, and ethnic categories. It is the sincere hope of the authors that this test will spark ideas in others concerned with this problem and result in even more innovative and powerful measures. The authors will communicate any advancements of their own in this area, and will greatly appreciate the ideas, suggestions and findings of others. Please address any such correspondence to:

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